The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Understanding Addictions

Course Number:
HR 5110-104

Course Description:
This course will explore the biopsychosocial model of addiction and will provide an understanding of the complex interactions among the biological, psychological and social variables. It will present a comprehensive overview of the contributing issues and factors associated with the evolution of chemical dependency and other additive substances/behaviors. We will conduct a mock intervention, as one of the strategies to penetrate addictive denial. The impact of addictions on families, including issues relating to codependency and children from addictive homes will be addressed.

Class Dates, Location and Hours:

Dates: October 9-11 & 16-18, 2015
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: September 10, 2015

Site Director:
Bethany Neubauer. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Ellen Donaldson, M.H.R., LMFT, LADC
Mailing Address: Midtown Plaza,
330 W. Main, #100-6C
Norman, OK 73069
Telephone Number: 405-360-3191
Fax Number: 405-360-0085
E-mail Address: ellen.donaldson@cox.net
Website: www.ellendonaldson.marriage-family.com
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

Upon completion of this course, students should:

- be able to understand and discuss the biopsychosocial model of alcohol/drug dependence and other addictions
- have a thorough understanding of specific chemical and behavioral addictions, including their physical, psychological, and social consequences
- be able to describe the impact of addictive behaviors on family members
- be able to identify and knowledgeably discuss the commonalities found in a variety of addictive substances and behaviors
- be able to describe the ways in which various physical and psychological states impact the risk of addiction and the role conditioning plays in the addictive process
- be able to list and describe the treatment levels of care available as well as other treatment options and relapse prevention strategies
- understand and be able to utilize the five step process for relapse prevention.

**Assignments, Grading and Due Dates:**

**Book Summary**

Due the first day of class. Use 12 font with 1.25 margins, double-spaced. 6 – 8 pages (35 points)

You are asked to read *The Addictive Personality* and write a comprehensive summary, highlighting the key information presented in each part of the book.

Note: If you are comfortable doing so, please feel free to interject your personal experiences, opinions, insights and/or observations into the narrative, as they pertain to the main points addressed in the book. While this is encouraged, it will not add points to your paper.

**Class Presentation:**

Schedule to be assigned. These presentations will take place during class time, during the last weekend of the class. 15 – 20 minutes (25 points)  

Note: Please email me at ellen.donaldson@cox.net as soon as you enroll in the class and I will assign you the addiction you will use for this presentation

You are asked to prepare a 15 – 20 minute presentation to the class, using class texts, current research, and/or articles...whatever you can find. There will be time for questions and discussion, depending on the size of the class. I will cover alcoholism during class lectures so this topic will not be assigned for a student presentation. You may include YouTube or other videos, providing they are short and will enhance your presentation.

Include pertinent information that would educate class members about your topic. Provide information about the addiction (what is it?) and the biological, psychological and social factors that influence its onset and progression. This is an overview of your findings. Bring with you enough copies of your typed bibliography for distribution to class members.

**Term Paper:**

A Hypothetical Case Study – You will have two weeks to complete the assignment from the last day of class. Due by midnight, Sunday, November 1, 2015. It is your choice to either mail or email this paper,
but the due date and time is firm. 10-12 pages (40 points) – For this paper: Use 12 font with 1.25 margins, double-spaced. If you choose to mail your paper, you may include a self-addressed, stamped envelope and I will return the graded paper to you. If you email the paper, I will be unable to return it to you, but I will send an email with your point score and grade for the class.

- **Note:** You may use the addiction you were assigned for your class presentation, or you may choose a different addiction. Write a paper which applies the biopsychosocial (biological, psychological, social) model of addiction to a hypothetical, imaginary “client” whose “story” you develop as a case study. You are writing as the counselor.

- You may construct the client’s case history from a composite of individuals with whom you have worked, family members or people you know personally; however, avoid using any information which could compromise anyone’s confidentiality.

Please include, in the following order:

- **Presenting problem and pertinent information about the “client,”** regarding why he/she is seeking services. This includes age, gender, geographical location, etc. For example, you would begin the paper summarizing: “John is a 38 year old Caucasian male, who came for counseling services with the complaint that his gambling had caused him to lose his business and his mounting debts caused him to steal money from his current employer, who pressed charges. He is court-ordered to be here.” (Then you describe his attitude… admits there’s a problem, in denial there’s a problem, angry and resistant, etc.)

- **Client History:** The evolution of his/her addiction based on family of origin, (how this “client” grew up) and describe the genetic, cognitive (thought process), behavioral, psychological, physiological and social factors which contributed to the onset and progression of the addiction. You tell the story of the “client’s” life; including the above elements and end with the reason he/she is referred to you for counseling (the presenting problem, above.)

- **Assessment results:** Not all addictions have formal assessment instruments or self-assessment questionnaires to help identify if an addiction exists, but you can check your texts or research this online. **Note: Do not include the actual assessment in your narrative… just a short summary of the results.**

- **Current life situation:** What is this person’s life like today? Describe the “client’s” current relationships, employment/student status, etc. and who, in this person’s life is supportive of recovery and who is trying to get him/her back into the addiction.

- **Recommendations:** What are your short-term goals to stabilize this client?

- **Relapse Prevention Plan:** Use the following 5 step process, to outline a plan for your “client” to avoid relapse.

**The Five-Step Process**

Relapse prevention is a matter of continuing to do what you have already successfully begun after starting a recovery program. It’s just more systematic.

What will your “client” need to learn to improve his/her skill at stopping the relapse process at any of the following five steps, before the final return to using the chemical or the addictive behavior?

You can:

1. Stop something from happening — Identify the “client’s” high-risk situations and come up with a plan for avoiding them. OR plan ways to handle them without relapsing, if they can’t be avoided. Give the “client” concrete steps and strategies to use, to prevent relapse. (For example, a food addict has to eat; a workaholic has to work, etc.)

2. Redirect action — Alternate activities… what else can the “client” do when he/she gets a craving? What would you put on a short, written plan that this “client” could carry with him/her to have access to, wherever they are?

3. Contradict permission thoughts — What does your “client” tell him/herself to challenge the thoughts to use the drug or behavior? Example: “I deserve to have one beer after the day I’ve
had.” Or, “I just want to go to the casino to be around my friends but I won’t gamble.” Help the “client” identify challenges to “talk back” to these kinds of irrational thoughts before they act on them.

4. Cope with cravings -- What can the “client” do differently? What can they do instead? (A person stopping smoking is told to chew gum or advised to not be around smokers.) What can your “client” do?

5. Come up with a “mantra”. This is a short phrase or statement that the “client” can use when feeling the urge to engage in the addiction.

Grading:
This is a letter-graded course: A, B, C, D, or F.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<td>Book Summary</td>
<td>First day of class</td>
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<td>Class Presentation</td>
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<tr>
<td>Term Paper</td>
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Missed Deadlines:
Any assignment not completed by the due date will result in a loss of five points, unless documentation is provided regarding medical or other emergency issues which caused you to miss the deadline.

Attendance:
Since this is an interactive class, attendance and participation will be an important component. If you miss class for non-medical, non-emergency reasons, five points will automatically be deducted from your total point score. In order to avoid losing 5 points, you must provide medical or other supporting documentation when you return to class. Please understand that excessive absences could result in an I (Incomplete) grade and an additional assignment(s).

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
http://www.ellendonaldson.marriage-family.com

Education
- 1980 University of Oklahoma, B.A. in Social Work
- 1984 University of Oklahoma, M.H.R. Master of Human Relations

Current Positions
- Private Practice, Norman, OK
- Marriage and family therapy
- Assertiveness training, individuals / groups / businesses
- Chemical dependency / co-dependency counseling and relapse prevention counseling
- Chemical Dependency Interventions
- Group therapy – women’s groups
- Eye Movement Desensitization and Reprocessing (EMDR)
- Adjunct Assistant Professor of Human Relations, University of Oklahoma
- Advanced Programs professor since 1995

Frequently Taught Advanced Programs Courses
- HR 5110 Understanding Addictions
- HR 5113 Stress Management
- HR 5153 Human Emotions
- HR 5100 Basic Counseling Skills in Human Relations

Representative Publications and Presentations
- 1986 – Present, State and national workshop presentations
  - Challenging Learned Helplessness with Cognitive Interventions
  - Understanding Chemical Dependency
  - Women and Alcoholism
  - Compassion Fatigue: Getting Help for the Helper
  - Passivity Promotes Powerlessness: Communication in the Workplace
  - Beyond Words (workshop on couples’ communication)
  - Families in Crisis (teaching the principles for conducting an intervention)
  - Recovery and Relapse Prevention
  - Coping with Stress: A Lifestyle Approach
  - You’re Special (weekend workshop for recovering women)
  - Federal Confidentiality Regulations for Substance Abuse Programs

Major Professional Affiliations
- Licensed Marital and Family Therapist, License #612
- Licensed Alcohol and Drug Counselor, License #262
- National Certified Addiction Counselor
- Master Addiction Counselor
- Certified in EMDR
- Clinical Fellow, American Association for Marriage and Family Therapy
- Full Member, EMDRIA, Eye Movement Desensitization and Reprocessing (EMDR) International Association
- National Association of Alcoholism and Drug Abuse Counselors
- Board Member – Oklahoma Drug & Alcohol Professional Counselor Certification Board